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VOL. LXIX JANUARY, 1961 No. 1

Discrimination in Schools

"Of all forms of discrimination, those existing in the field of education are the most harmful and the most hateful."

It was in these words that Mr. Rene Maheu, Deputy Director-General of Unesco, addressed a special committee of governmental experts convened by Unesco from June *13–29, 1960*, at Unesco House in Paris to draw up a draft international convention and a draft recommendation concerning various aspects of discrimination in education.

In defining the "grave nature" of the task before these experts, Mr. Maheu brought out that this form of discrimination "attacks the individual and society at their most essential points: the training of the mind."

"Here intervene fatal divisions", he added, "which decide the choice of a generation not only for the present but for the future between freedom and slavery, between equality and one-sidedness, and between brotherhood and inexorable hatred. And I say that discrimination in education is also the lowest and the most hateful form, because its victims are firstly and mainly children.

"Those who refuse—or who accept such a refusal, or who are willing to ignore this refusal—to a child the education to which he has a right in order to carry out the personal and social realization of his abilities, because of his sex, his race, his religion, his economic and social status—or rather that of his parents—no doubt have never faced the eyes of a child at a time when their purity is disturbed by pain or injustice. Or else, they have become insensitive to this frightful thing. But then they have abdicated their own claim to humanity. For this outraged candour, this light which is clouded, this impulse which is quelled, are, to the adult who is an executioner or an accomplice or merely a passive witness, darkness in the world and death in the heart.

"And yet today—today still and, unfortunately, today to a greater extent—millions and millions of young defenceless minds must suffer this degradation. And there are people to explain it and even to justify it. The justification of this denial of a human right is what you have come here to make impossible from now on."

The governments of *35* States[1] appointed the technical and legal experts who make up the special committee.

1. Australia, Austria, Belgium, Byelorussia, Cambodia, Canada, Ceylon, Chile, China, Costa Rica, Cuba, Czechoslovakia, Denmark, France, Germany, India, Italy, Laos, Lebanon, Monaco, Morocco, Netherlands, Peru, Poland, Spain, Tunisia, Ukraine, United Arab Republic, United Kingdom, United States of America, U.S.S.R., Venezuela, and Viet Nam.

In addition, observers represent two other States and various international governmental and non-governmental organizations[2].

After Mr. Maheu's address, the Committee chose its officers, unanimously electing as Chairman H. E. Ambassador Charles Daoud Ammoun, permanent delegate of Lebanon to Unesco and special rapporteur of the Sub-Committee on Prevention of Discrimnation and Protection of Minorities set up by the United Nations Commission on Human Rights.

Two vice-chairmen were elected: Mr. L. V. J. Roy (Canada) and Mr. Stanislaw Dobosiewicz (Poland). Mr. Pierre Juvigny (France) was elected rapporteur.

Problems of discrimination in education have been studied by the United Nations for a number of years. In *1951*, the Sub-Commission on Prevention of Discrimination and Protection of Minorities asked Mr. Ammoun for a detailed analysis of these problems as they confront the present-day world. This report was studied in *1957* by the Commission on Human Rights; the matter was then turned over to Unesco which is now preparing to propose to its Member States at its next General Conference, a draft convention concerning discrimination in education.

Action in this field falls wihin the competence of Unesco which is required, by its constitution, to bring about "collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social."

This action is being developed on three distinct levels: firstly, Unesco is supplying practical assistance to States, upon their request, to help them develop education; secondly, it is endeavouring to bring about better respect for and understanding of human rights in general and the right to education in particular. Finally, Unesco is working to establish international standards which can serve as a guide to States in order for them to take measures required for the practical implementation of the right to education.

It is under this heading that Unesco is now submitting to the governmental experts the texts of a recommendation and an international convention which have already been the subject of observations and comments by *38* governments and *16* non-governmental organizations.

It is up to these experts to cast into final form the drafts which will be submitted to the General Conference. However, the main lines of this convention can now be discerned.

The countries ratifying this convention would undertake, once it has been adopted, to repeal any legislative statutes and to modify any practices involving discrimination; to assure universal compliance with the duty to attend school; and to provide and enforce conditions applicable equally to all in any public educational institution.

Countries would also undertgke to formulate and apply a national policy tending to promote, through methods appropriate to circumstances and national usage, equality of opportunity and treatment in education. This equality of opportunity would also mean that all public schools at the same level would offer the same level of education and that all would offer

2. Iran, Holy See, I.L.O., International Alliance of Women, Internatinal Federation of University Women, international Union for the Liberty of Education, World Federation of United Nations Associations, World Jewish Congress, International Federation of Christian Trade Unions, World Union of Catholic Women's Organizations, World Confederation of Organizations of the Teaching Profession, Catholic International Education Office, Pax Romana.

equivalent standards concerning the number and qualifications of teachers, teaching materials, buildings and equipment.

According to the terms of the draft convention, it would also be agreed that "the liberty of parents...to choose for their children institutions other than those maintained by the public authorities... should be respected, as well as their freedom to ensure the religious and moral education of their children in conformity with their own convictions."

These are the main provisions of a convention based upon the promise that 'discrimination constitutes a violation of rights which are set forth in the Universal Declaration of Human Rights, and the universal respect of which the Organization (Unesco), under its Constitution, is to further for everyone without distinction of race, sex, language or religion."

It is hoped that this convention, once that has been adopted, will help put an end to practices which no one really wants to preserve, but which perpetuate the sort of injustice to which men always tend to grow accustomed whether by ignorance or indifference.

—*Unesco News.*

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Some Suggestions to Mathematics Teachers

K. RAMANATHAN, M. A., B. T., Vivekananda Training College, Tirupparaiturai

Mathematics has been a nightmare to many of our pupils. There was a strong belief that this subject could be understood and its principles grasped and mastered only by those who had the head or heed for it. The same notion lingers heavily in the minds of the present-day pupils, though the fact remains that the art and technique of teaching this subject has been considerably improved. What is it due to? Are there any inherent qualities to this subject, which make men abhor it? Is the highway leading to this subject not properly designed and laid to make the travel into its domain less troublesome and more comfortable? These questions have posed themselves as knotty problems to many a mathematician and teacher of mathematics. As an answer to this, many come forward to advance that the 'mathematical nausea' exhibited today is because of its treatment and how it was taught in the past. True, in the past, "the approach to this subject was dense with difficulties and watered with many tears," as mastery in this subject depended upon memory and manipulation, upon mechanisation. In other words, mathematics in those days demanded meaningless memorisation of rules and formulas; and the solving and working of problems were done more by mechanically repeated practice than by any thought-process that would enable the pupils to find the rationale behind their working.

So the need arose to "leaven and sweeten" mathematics and to make it a subject easily approachable and understandable. The efforts taken in this direction led to the concretisation of mathematics and socialisation of arithmetic. Efforts to improve the techniques of teaching have resulted today in insisting on concrete ways of teaching, in the institution of the activity methods and adoption of object-teaching for better comprehension. By providing necessary activities for pupils through drawing, measuring, cutting and so on, principles and generalised results are derived. Charts, models and demonstrations visualise and concretise abstract

and unimaginable facts. Thus mathematics is learnt in a meaningful way. Modern methods like the Heuristic Method and Laboratory Method are also gaining ground.

The method of visualisation and concretisation becomes imperative in the teaching of algebra, more than any other branch of mathematics. Because of its nature and the approach given to this domain of knowledge, the notion that algebra is an abstract subject, a subject purely dealing with the first three letters of the alphabet in some specific pattern or random combination, has rooted itself in the minds of the pupils. In the teaching of algebra, the formulas and identities were and still are given out to pupils as finished products of thought, and the pupils are expected to accept and digest and apply them mechanically to solve problems. The expansions for the identities like $(a+b)^2$, $(a-b)^2$ etc. were told in the class and made part and parcel of their mental machinery by sheer weight of repetition, and the students not knowing the why and wherefore of these identities went on to solve mechanically even the recondite problems based on these identities.

This type of dogmatic teaching has not thrown any light on the subject. In fact, it is this treatment that was responsible for the long-cherished wrong notion that algebra is an abstract subject. It must be remembered that mathematics is not a subject, the mastery of which can be got by thundering repetition of certain formulas, devoid of meaning and understanding. So a better method of approach, which can focus unto itself the development of this mathematical knowledge through concrete and known means to the gradual onset of abstraction, is to be sought after in actual classroom practice. As was pointed out earlier, more than any other branch, the teaching of algebra has subjected itself to much condemnation, as there was not this gradual development but only a dogmatic imposition of the final finished product of thought, and as this was not at all taught in relation to either arithmetic or geometry, which it copiously permits and the proper correlation of which will pave the royal way for the learning of algebra.

Realising the need and utility of such a treatment of algebra, the teachers today must try to introduce this branch, starting from arithmetic, as algebra is only "generalised arithmetic", or in a more concrete way through geometry. Starting from arithmetic, we can proceed to Rhetoric Algebra, then to Syncopated Algebra in certain cases and finally to Symbolic Algebra, which is nothing but expressing the generalised results in the form of symbols. In this way, all the 'multum-in-parvo' formulas and identities are only Symbolic Algebra. This is generally conceived to be the algebra we are familiar with. The humble beginning the teachers make to teach algebra from arithmetic is psychologically and pedagogically sound. As, for instance, the teaching of identity $(a+b)^2$ from arithmetic seems very sound. The teachers can ask the pupils to put 5 as the sum of of two numbers, say $(3+2)$. Then 5^2 will be $(3+2)^2$. The multiplication of $(3+2)$ by $(3+2)$ when done this way,

$$\begin{array}{l} \quad 3+2 \\ \quad 3+2 \\ \hline 3\times3+2\times3 \\ \quad +3\times3+2\times2 \\ \hline \end{array}$$

will yield this result.

(i. e.) $(3+2)^2=3^2+2\times(2+3 \text{ or } 3+2)+2^2$

Repeating the same for $(4+1)^2$, the result will be $(4+1)^2=4^2+2\times(4+1)+1^2$.

Having in stock such multiplied results, the pupils can be helped to observe and find a certain law and order in the expansion of the forms. They will find that if $(4+1)^2$ is expanded, the result got is this: The first term^2 (i.e. 4^2) $+2\times$ the first term (4) $\times$ the second term (1)+the second term^2 (i. e. 1^2) and similarly for any such expansion. On giving sufficient drilling

slowly one unknown can be introduced as $(a+2)^2=?$; $(2+b)^2=?$ $(5+b)^2=?$ And then two unknowns are introduced, when the pupils are led to give out the expansion for $(a+b)^2$. Though it will become rather mechanical, if it is carried too far, the pupils are not now frightened by the final form, as it has been arrived at through concrete means, from known numbers, through proper manipulation. The teacher can also illustrate this formula with the help of geometry, suitably dividing the area of a square of side $(a+b)$ into squares of areas, a^2 and b^2, and into 2 rectangles having the area ab each. This demonstration—a demonstrative induction—gives a clear visualisation of the abstract formula. What was inchoate and incomprehensible previously is made clear and understandable now.

So, starting from arithmetic and through proper illustration and geometric demonstration, or even through practical geometry, the three important and fundamental identities, *viz.*, $(a+b)^2$, $(a-b),^2$ $(a+b)(a-b)$, can be taught. After this stage, it will be mere waste of time to prove other identities in this fashion, as these can be got by applying the previously derived formulas. Further, algebra has got a definite function to perform, to train pupils to make abstractions, to develop in them abstract thinking and to train them in using symbols and symbolic language. So, to convert every bit of algebra into concrete forms, just because it facilitates understanding, will defeat a type of thinking essentially formed out of algebra.

The outstanding feature in teaching algebra this way is that it proceeds from the concrete to the abstract, from the known to the unknown; there is a good deal of visualisation and concretisation; a a free correlation is also made among the branches of the same subject. In fact, though Euclidean geometry has been criticised in so many ways, Euclid did not keep algebra and geometry in two different compartments, but made a fusion of these two, wherever he proved these identities. The teaching of algebra through geometry or arithmetic is definitely a better course than teaching them in water-tight compartments. So, if this idea of free correlation and other features mentioned earlier, are taken into consideration, then mathematics will not keep our pupils at such a disgraceful distance.

The teachers of mathematics, if they want to dispel once for all from the minds of the pupils the wrong notion that mathematics is a subject not suited for all but only for a select few who are diligent and intelligent, and if they want to reduce to the minimum the distaste developed against this subject, and to create in their minds a liking and appreciation for this subject, or at least an attitude, not antagonistic towards this, must bear in mind some important points as the following.

1. Teachers of mathematics must not fail to concretise any abstract fact. Any difficult idea must be clarified with the help of concrete and numerical examples.

2. Methods like induction, which give free activity and provide free thinking for pupils, must be allowed to be learnt through their own experience and proper exercise of their mind. Any method that impairs the thinking power of the pupils must be completely eschewed.

3. Knowledge through the eye leaves a better impression on the minds of the pupils than through any other sense organ.

4. Analytic thinking and deductive reasoning must be the outcome of the pupils' mathematical study. Enough opportunities for these and to train pupils to attack problems unaided must be given. The development of certain traits and habits form an important phase of mathematical education.

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The Teacher's Role & Responsibilities

KAILAS CHANDRA KAR, B.A., B.T., Headmaster, Laban Bengali Boys' High School, Shillong, Assam.

Our country is committed to the democratic way of life. She has declared herself a Republic, the ideal form of democracy. But the success of a democratic form of government depends on the quality of the individuals. All the people must be enlightened and disciplined as well as sympathetic and tolerant towards one another. An efficient education service manned by a qualified, willing and determined band of teachers is, therefore, required to train up the young generation of people into worthy citizens. This has to be provided for at all costs. Negligence or indifference in this respect means the failure of democracy.

But the service conditions of the teachers of our country are not such as to attract qualified and competent hands who can identify themselves with the sacred trust implicit in the teacher's job. As a result, the majority of those who take to teaching do so after being frustrated in their attempt in other spheres which hold out better prospects—a damaging confession no doubt on the part of a teacher, but a true one to be sure. Of course, there are honourable exceptions, but they are in a minority. Perhaps, this state of things has been allowed to continue out of the false notion that any one with knowledge of a particular subject could teach successfully with the help of the various educational aids that are available nowadays. But this is an erroneous belief, as Sir Ronald Gould has pointed out in his article on quality in teaching published in the August issue of the *Teacher Education, 1957.* Educational efforts cannot be fruitful without that vital relationship which exists between pupils and good teachers.

That is one side of the picture. The other side concerns the attitude of the teachers themselves. It is no doubt a fact that a man cannot be expected to work at his best without adequate security, amenities and prospects, but those who take to a teacher's avocation, whether by choice or by exigencies of circumstances, have to reconcile themselves to their condition and to look upon their work as a sacred trust reposed in them.

There should certainly be efforts for the amelioration of their condition, but by the very nature of their job, they are precluded from weighing their responsibilities against purely material considerations. Their function is not merely a routine affair as that of the employees of other branches of public service, but a highly responsible and engaging one of turning human raw materials, namely children, into finished products of enlightened, disciplined and mutually respectful citizens. With a slight twist in an oft-quoted proverb, it may be said that the hand that moulds the child rules the world.

But are we, teachers, really doing our part to acquit ourselves of our responsibilities in that regard, so far as it lies within our power even under prevailing conditions? Can we absolve ourselves altogether of responsibility, so far as the colossal wastage in examinations and indiscipline among students are concerned? The answer is left to the conscience of individual teachers.

The experience of veterans with a love for their work goes to show that we can, if we have the will, give a better account of ourselves in spite of handicaps, if only we attach due importance to the following points in the discharge of our holy duty.

1. Respousibility:

Whatever may be the conditions the teacher has to work under, he cannot afford to forget that his work is not of an official nature, but an all-absorbing one of moulding the child mind and, for the matter of that, the future of the nation.

2. Discipline and personality to enforce it

Successful teaching on the part of a teacher depends on his capacity for class-management which, in its turn, hinges on his ability to inspire awe (and not fear) in the mind of his pupils as well as to impress them with the dignity of his bearings, force of character, steadiness of purpose and other characteristics which together constitute what is known as his 'Personality'. Without this, maintenance of academic discipline is exremely difficult, if not impossible, and in the absence of discipline not only the teacher with all his scholarship and techniques of teaching, but also the institution itself with all the paraphernalia supplied in abundance is bound to prove a failure.

It is again the personality of the teacher which impels his pupils to emulate the pattern of ideal set by him and thus plays a great part in the formation of their character.

3. Knowledge

The teacher must be something of a scholar, for he cannot teach his subject successfully, unless he knows much more than he has to teach. The students are generally critical of the teacher in respect of his knowledge of the subject he teaches, and if he fails to satisfy them, he cannot expect to have peaceful classes. His stock of knowledge should, therefore, be progressively supplemented in order that he may teach with confidence.

4. Sympathy and will

Symphathy is indispensable for satisfactory teacher-child relationship. Once the pupils are convinced of the goodness of the teacher's heart, his love for them and his sympathy for their defects and difficulties, they are prepared to put up with his apparent sternness, even though it amounts to highhandedness at times while, if otherwise convinced, they cannot tolerate the slightest prick from that unsympathetic seacher. Sympathy of the teacher for his pupils thus serves to establish that cordial relation between the teacher and the taught without which education cannot thrive.

A sympathetic teacher cannot rush through a lesson. He teaches with a will to make the lesson effective. He thinks, he plans and he finds out methods of his own, which can compensate to a considerable extent for his lack of formal training.

Given the will, the teacher tries to devise various plans for the benefit of his pupils and does not grudge the extra labour involved. One such plan is being tried by the teachers of the Laban Bengali Boys' High Sthool, Shillong (Assam). It consists in conducting a regular series of class tests in each term and in every subjeet. Twenty percent marks in papers in the periodical and annual examinations are reserved for this purpose. The tests are limited to two or three questions set beforehand, for preparation, from the lesson units done after the previous test, and out of them one is required to be written out in a period assigned for the subject. The marks secured by the pupils in these tests are added, in proportion of the twenty marks reserved for the purpose, to those scored by them in the periodical and annual examinations in that paper covering eighty marks. This is proving a very effective measure in getting the pupils more interested in written work for which they have a natural aversion, but which is essential for their thorough grasp of the things done in the class. It has the additional advantage of compelling the students to make thorough preparation as they go on with their lessons without deferring it till the next examinacion.

5. Technical efficiency

This counts a great deal towards successful teaching. Scholarship alone, unaided by a knowledge of techniques, does not make for the success of a teacher.'

As already suggested, a willing teacher may acquire techniques of teaching as a result of his own efforts and experience. Nowadays, such a teacher has ample oppportunities of improving his ideas and methods in the light of modern trends by the study of relevant literature, periodicals and bulletins published from time to time. I know of some very efficient teachers who had no formal training at all. But the number of such teachers is bound to be very small, and hence is the general need for the training of teachers for effective teaching.

9. Home-School Cooperation

The teacher's interest in his pupil may well extend into the latter's home through occasional contacts with his guardian. This does not mean that the teacher should be systematically in touch with the guardians of all the students he has to deal with. Though theoretically sound, it is a practical impossibility on the part of a teacher. But he may do a great deal in this regard through the head of the institution and also by personal efforts in cases of necessity.

The head of the institution is the proper person to organise home-school co-operation by convening occasional guardians' meetings class by class for exchange of views relating to the children urging upon them to turn the pupils' homes, so far as they are concerned, into an extension of the school, moving in the same tune. Without this co-operation, the few hours' training given to the child at school is entirely nullified during his stay at home for the most part of the day. The home must, therefore, combine with the school for the achievement of the common objective—the welfare of the child. This home-school relation, besides being helpful in other respects, proves a very effective check against the tendency towards delinquency among children.

TELEVISION IN THE CLASS ROOM

Is it the greatest opportunity for the advancement of education since the invention of movable types? Or is it a deceptive shortcut which may tempt penny-pinching authorities to replace teachers with electronic gadgets—and to replace learning with entertainment?

There you probably have the two extremes among the swarm of conflicting viewpoints which have sprung up since the introduction of television as a tool for education only a short decade ago. No one yet knows the answers to these questions, but the factors behind them are thoroughly dissected in a new book which has just been published by Unesco.

"Television Teaching Today", part of Unesco's series on "Press, Film and Radio in the World Today", takes up educational television in those countries, and principally the United States of America, where it has come into everyday use. Its author, Henry R. Cassirer, not only provides a survey of how television is being enlisted by educators in North America, Europe and Asia, but he also deals with many of the problems—some educational, some technical and some which might be called philosophical—which this new form of teaching has generated.

He makes it quite obvious that educational television is here to stay. As Mr. Vittorino Veronese, Unesco's Director-General, points out in a preface to the book, "educators everywhere are faced with the challenge of a rapidly growing school and college population and the need for a new approach to the content and methods of teaching".

The alarming increase in the shortage of teachers, classrooms and educational facilities which became so evident the world over in the 1950's was paralleled by a fabulous increase in the use of television. During that decade, the number of countries telecasting programmes rose from five to 50 and the number of television sets from 4,500,000 to 85,000,000. It is not at all surprising, therefore, that educators have turned to this breakthrough in communications in order to try to achieve a solution to their own gigantic problem.

By last year, in the United States of America, a highly conservative source has estimated that half a million school pupils and college students were taking televised courses. In "Television Teaching Today", Mr. Cassirer provides close-ups of several ways in which these courses are being brought into classrooms—ways which can vary from a 2,000,000 dollars closed-circuit television network (that is, one in which programmes are transmitted by cable or micro-wave and connot be received by the general public) covering a city school system to the dentistry school professor who televises a course with an investment of 2,000 dollars.

Setting aside the controversy over its defects and virtues, educational television has proven to be far less expensive than the layman, accustomed to astronomical budgets for time and tale it on commercial television, might think. Mr. Cassirer points out that a low-power station (with a range of 14 miles) can be installed for as little as 50,000 dollars.

Television educators themselves are probably the first to realize that their sturdy child needs a careful upbringing. Mr. Cassirer illustrates how they must draw a careful line between the dull programme which creates no interest and the entertaining programme which distracts all interest.

In the United States of America, "Television Teaching Today" concludes, educational television has made more headway in primary than in secondary schools. In universities, where students are already accustomed to lectures being delivered in a class of several hundreds, it has proved its value. Television can also be used to improve teacher training, particularly by illustrating new methods now being introduced.

But, warns the author, 'television is not merely a substitute for traditional ways of teaching it is a medium with its own psychological and emotional disciplines and personalities'. And he also warns against using television as "emergency relief" to cope with a lack of normal educational facilities.

In subsequent chapters, Mr. Cassirer reviews the history of educational television in Canada, France, Italy, the United Kingdom, the Soviet Union and Japan Approaches taken vary as much as the educational sytems of these countries themselves, but television has taken a firm foothold there as well. In 1959, for example, there were 3,000 schools in France and 10,000 schools in Japan equipped with television sets.

This is probably only the beginning. Newly independent countries are now building systems of education often on new foundations Educational television, in which one teacher can reach thousands of pupils, is a valuable asset and one that certainly should not be overlooked But, as Mr. Cassirer brings out, it mu t be handled with care.

—*Unesco*

Training Institution and Practising School

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(A paper submitted to the Teacher-Education Section of the Thirtyfifth All-India Educational Conference, Kanpur).

In India, the relationship between a Teachers' 'Training' College and the 'Practising' Schools generally follows closely the developments in U. K.; with this difference that India adopted the principles and practices of educating teachers about *15* years later, by which time the principles and practices had already undergone a change in the U. K. After Independence, the demands on Teachers' Colleges rapidly grew, but to meet the growing demands the Colleges had still to depend on the half a century old set-up. Instead of one Model School attached to a Teachers' College, more and more schools within the locality were used as 'practising' schools. Some Colleges have gone even ahead of this programme, and send out batches of students and supervisors to places as distant as *200* miles from their base, for intensive and continuous practice under different conditions. Thus there are usually three types of 'practising' schools—the Model or Experimental School attached to a College; a group of schools in the vicinity of the College; and and centres selected for intensive and continuous practice at considerable distances from the College. The relationship between the College and the schools appears to be based, first, on the needs of the College, and then on the needs of the schools. None disputes, however, that some better basis has to be found in order to make the education of teachers a fully cooperative task of the College and the schools together.

The ever-increasing need for trained teachers is mainly due to the accelerated expansion of primary and secondary education. The number of pupils has caused over-crowding of classes, necessitated 'shifts', and brought into practice many new devices of accommodating the pupils in the space available, however meagre be the space, equipment and staff provision. In a way this situation can be put to an advantage, in the interests of schools and Teachers' Colleges, by adopting a new method of teacher-education.

This method needs active co-operation, sympathy and generous understanding on the part of the Government Education Department, the University or Teacher-Education authorities, the Colleges and the Schools. The proposals are in brief:—

1. The Government Education Department should allow and share the cost of supernumerary teachers. 'Supernumerary' means the number of teachers appointed in addition to the normal staff, on the basis of a percentage increase in the school enrolment. If the permissible calculation is *1.4* staff per class, the Education Department should sanction additional posts in the schools concerned. To these posts should be appointed fresh (untrained) teachers on condition that they proceed for regular training to the Teachers' College in the following year. These supernumerary appointments will be fully paid according to the scale prescribed for untrained teachers.

2. The schools can utilise the supernumerary staff for the additional load of work, due to the overcrowding of pupils and generally assign school duties to the 'freshers' so as thoroughly to acquaint them with school routine, classroom instruction, co-curricular activities, pupil-teacher and parent-teacher relationship, etc. The schools will be able to bear the burden of the additional cost, as many schools do show an excess in receipts of fees and consequently an inevitable reduction in grants from Government. (It is

noteworthy that in Bombay State between *1955–56*, the pupils' numbers rose by *209* p.c. and the cost per pupil per annum came down from Rs. *130* to Rs. *65*, i.e., double the number, half the cost. The situation will be the same wherever the increase in the number of pupils per class is considerable and the staff proportion remains as in the past. The supernumerary freshers will be a great help to the school, as they will share work with their regular colleagues and better pupil-teacher relationship will be facilitated.

3. The Teachers' Colleges should be in charge of the major work of supervision of freshers' lessons, guidance in respect of library work, academic courses, etc., with the permission and in full agreement with the school authorities concerned. Through such a close relationship will develop an identity of views and common action in the interest of the schools, the college and the students under observation and training.

The students' work during this year will be considered as part of that school experience, which is insisted upon by Teachers' Colleges at present.

4. The University or Teacher-Education authorities concerned will have no difficulty in accepting the year's work as partial fulfilment of their requirements. In many universities at present, there are two categories of students admitted: (*i*) students with experience of one hundred working days at the minimum; and (*ii*) fresh students who have to give a prescribed number of additional 'practice' lessons during their year at College. In case the present proposals are accepted, the University or Teacher-Education authorities have much greater advantage inasmuch as the students commence their course right away from the date they are taken on the supernumerary staff; and thus actually put in a longer and more intensive and continuous period of school practice under the supervision of school and college authorities. The added advantage of the students being paid for their work is bound to result in a keener sense of duty and more sincere efforts made to perform the tasks well.

In theory, as conditions are at present, the Teachers' College does offer a course of one year and a half—one year at the College and *100* working days at a school taken together, or for freshers one year at the college with a hectic period of 'practical lessons', the value of which is doubted by schools, college staff and the students themselves, not to speak of the pupils of the school who have to receive this kind of instruction. This theoretical concept of teacher-education has been accepted only as a necessary evil, only because we cannot improve on conditions as they existed. Now, with the rapidly changing situation, the theoretical concept can be worked in a better manner, if the fundamental basis of these proposals is accepted.

The College-schools relationship appears meaningless today in the utter futility of the efforts. Schools feel that they owe a kind of professional obligation to Colleges, and therefore allow students to 'practise'; the regular members of the school staff feel that the time given away to the 'trainees' from their own timetable brings an added responsibility to themselves—namely, re-doing what the 'trainees' have reported as 'done'; the College staff have to hurry over the weekly assignments of supervision, inwardly feeling guilty that no proper consultation and guidance can be possible with the long unending chain of 'practical' lessons. Everyone wishes that things would change for the better, and though many know how to improve things, they dare not make any move, mainly because of the Departmental restrictions in respect of a fixed class-teacher ratio, or because of the fear of heavy financial liabilities.

In conclusion, I wish to state that all these fears are groundless, except one—the Government restrictions on class-teacher ratio. Leaders are vociferous on public platforms stressing the deteriorating standards in education. The same leaders should understand that, unless the pupil-

teacher ratio is reasonably sound, and unless close pupil-teacher relationship exists, there can be no better standards in education. The Teachers' Colleges send out 'charged batteries' to schools; these batteries get 'discharged' as soon as they come into contact with live school situations. Schools consequently feel that all that a Teachers' College does is to give students some illusions. Schools lose faith in the Teachers' Colleges, the Colleges lose faith in their own work; parents complain that education is not what it was in their days; and worst of all, the very teacher who is 'trained' goes convinced that he has just filled in one year to get his degree or diploma, without which he cannot be rehabilitated in society. Such a hopeless situation should not be allowed to continue. Though the rush for admissions to schools is a great problem, we cannot deny education to those who seek it. Though consequent overcrowding of classes results, we cannot have so many new buildings for so many new schools. Though we need efficient teachers, we cannot have them without changing the methods of educating them and without a radical change in the attitude of the entrants to the profession.

The system of supernumerary teachers, working under the supervision of the school and the college authorities, having daily contacts with life situations in schools, moulded by close association with the seniors in the field, and learning much through the pupils themselve, with whom they will be for one full year—appears to be the only practical solution to the problem of better relationship between the practising schools and training colleges If the schools and the colleges can, thus, work together as one team, educational standards must definitely improve.

It is the duty of Government Education Departments, therefore, to insist upon the appointment of supernumerary teachers in schools and lay down suitable conditions to see that the teachers thus appointed seriously commence their teacher-education course immediately on their appointment. This little generosity on the part of Government Education Department or the authorities concerned will ultimately spell a new era in Teacher-Education in our country.

Points for information and discussion :

1. Whether the system of supernumerary paid teachers attached to Teachers' Colleges, as envisaged above, has been tried anywhere in India. If so, what experiences can we draw upon to improve the suggested scheme? If not, how far is the scheme practicable in the different States of India?

2. There are some schools in Bombay where such 'additional', meaning 'supernumerary' teachers, are appointed. The schools bear their cost, as the Government does not sanction expenses on account of these posts. These schools have, however, reported good results. The proportion of additional appointments is not fixed. As per my calculation if a school is allowed to have an excess of *10* per cent of pupils over the usually permissible number, the supernumerary staff should also be *10* per cent over the normal staff number at the minimum. It will be seen that the fees collected from the *10* per cent excess number of pupils leave a good margin, after payment to freshers employed as supernumerary teachers.

3. I am of the opinion that only freshers committed to go to a Teachers' College be appointed as supernumerary teachers, on the recommendation of the College Principal who has admitted the freshers.

4. For all purposes of school discipline, the supernumerary teacher will be under the Head of the School, whose report on the fresher will weigh with the College authorities in the final award of rank, etc.

5. This system will incidentally reduce the wastage noticed at present in the output of 'trained' teachers, particularly ladies, who either do not get or do not care to get a suitable job after training.

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XXXV The All India Educational Conference

The 35th All India Educational Conference met at the Anand Swarup Library Hall at Kanpur from December 28 to 31.

Welcoming the delegates, Sri Sitaram Jaipuria, Chairman of the Reception Committee, drew attention to the urgent need for providing to the youth of the country such technical education as would give them gainful employment and a purposeful life and also improve the all-round condition of industries.

INAUGURAL ADDRESS

Sri C. B. Gupta, Chief Minister of Uttar Pradesh, in the course of his inaugural address, urged educationists to solve quickly the major problems before them. Education played a vital role in the building up of real democracy, and efforts should be made for inculcating "democratic principles" in schools and colleges.

Mr. Gupta said that the student should be helped to use ideas as hypotheses to be tried and not as dogmas to be asserted.

"This will lead to freedom of thought and action. He should also be helped to break through his powerful native egotism. Schools programmes should be so organised that there may be stress on creative thinking, selflessness, co-operation, humility and integrity. Schools should also try to provide such a pattern of daily living as students may have opportunity to develop respect for individuals, freedom of expression, justice and international understanding".

Mr. Gupta referred to two "urgent problems" needing immediate attention. The first was the formulation of determining factors which should form the basis of selective admission to institutions of higher education, and the second, the development of correspondence courses for those who were refused admission and were genuinely desirous of pursuing higher education.

The teaching of languages posed a very complex situation in the country 'If we are not planning narrowly, we have to equip the child in the language of his local or regional community, national community and also the world community. These three languages should be included as a necessary part of education for mordern life even at the cost of other subjects now in the curriculum".

Mr. Gupta urged educationists to share the right approach on the question of replacing English by Hindi. He said: "Part XVII of the Constitution provides that Hindi will be the federal official language and will replace English. That English has not yet been replaced shows that our own people have not promoted our own languages whole-heartedly. It is said that anti-Hindi feeling is based on fear complex. If that is so, the Hindi-speaking people are to blame This is a very urgent matter. Not only our national prestige but our national security is also involved in it. I wish some competent body of educationists like this Conference could take up the question and show the right approach to solve the problem".

The problem of student indiscipline was more or less a problem in human relations. He added: "There is a great stress in our education on subjects, examinations and divisions, so much so that students' growth and development are lost sight of. Teachers are overbusy with academic affairs, and lay greater emphasis on formal matters than on real life needs of students as human beings. I am convinced that young people want meaning in their lives. They should be given a clear concept of the challenge and the opportunity of this era of reconstruction. They should be given conviction that they have a mission and a

purpose as Indians, and that mission is to strengthen the unity and security of the country and to win for her economic progress. They should be given a clear idea of the risk and adventure involved in the fulfilment of their mission".

Mr. Gupta also stressed the need for expansion of Sanskrit teaching in the country. Sanskrit was a glorious heritage of India. To know Sanskrit is to know the soul of India, and it is imperative that knowledge of Sanskrit should be more widespread among our countrymen. Educationists must devise a popular approach to the teaching of Sanskrit.

The President, the Vice-President, the Prime Minister, Union Ministers, Governors and Ministers of various States sent messages of success to the Conference. Fraternal greetings were also received from organisations of teachers of various countries.

PRESIDENTIAL ADDRESS

Sri C. Subramaniam, Minister of Education and Finance, Madras, delivering the presidential address, said that the biggest task facing India today was the fulfilment of the targets set down in Article 45 of the Constitution to provide free and compulsory education to all children till the age of 14 by *1961*.

Looking at the financial allotment during the third Plan period, one could not be sure that even the revised constitutional target of bringing into school all the children in the country belonging to the age group of six to eleven was capable of fulfilment.

This was because of the necessity to divide existing recourses among various sectors of national development and the planners were not to be blamed for this. Instead, we should make an endeavour to utilise all the available resources to the best advantage and achieve the best results.

An important aspect to be borne in mind in the implementation of the programme of universal education was the fact that most of the children yet to be brought into schools belonged to families which were economically poor and educationally and socially backward.

Since it was poverty which mainly stood in the way of these children being sent to schools, he said, any law compelling the parents to send their children to schools would not by itself achieve the purpose.

Therefore, inducements would have to be offered in addition to statutory compulsion.

In this context, Mr. Subramaniam explained the following two-fold scheme of inducements organised in Madras State with the voluntary co-operation of the community:—

(*1*) Provision of free mid-day meals to poor children in elementary schools. Nearly one million children were getting the benefit under this scheme, and it had given a great fillip to the enrolment of children in rural areas.

(*2*) Provision of free clothing to poor children—particularly girls. The free mid-day meals scheme was not sufficient to tackle the problem of girls' enrolment to schools, since girls could not attend schools scantily dressed. The experience in Madras, in mobilising the community resources for this purpose, had been most encouraging, and in this noble endeavour teachers had played a notable part.

Teachers in elementary schools should play a "benevolent role" by devoting a little more time and attention to the teaching of children from backward families.

To tackle problems consequent on the Plans to bring millions of children into

schools—like space to establish more schools and equipments for them—Mr. Subramaniam suggested organisation of school improvement conferences. Such conferences should make the local community take an interest in helping to solve the problems.

In Madras State, about *130* schools improvement conferences, covering about *20,000* schools, had been organised and various projects like providing schools buildings, play grounds, gardens, educational equipment and library books, to the extent of Rs. *3.91* crores, had already been implemented. Projects worth about Rs. *2.13* crores were under implementation.

These projects were purely by way of voluntary effort.

Mr. Subramaniam stressed the importance of preparation of good text books, particularly for the primary school children.

Most of the text books available for the primary classes in India were of a very poor quality—in their contents, printing and get-up. "During my recent visit to United Kingdom and other foreign countries I found that a good deal of research work has been done in the preparation of text books for young children and the books have been printed on high quality paper with good and attractive colour pictures. The get-up of the book is such that it would attract the attention of any child. In addition to that, even for the primary book, well thought-out guidance for the teachers in respect of each lesson has been provided."

Mr. Subramaniam suggested constitution of research bodies at various regional levels to evolve proper methods of production of good text books.

Referring to the study of English, Mr. Subramaniam said that the Madras Government was strongly of the view that the provision for the study of English only on an optional basis was inadequate and that provision for compulsory study of English in all states was essential in the interests of the nation.

"We took the view that this (study of English) should not merely be compulsory but should start at as early a stage of education as possible.......That is why in Madras today English is being taught from the fifth standard onwards. The possibility of beginning the study of English in the fourth standard is being explored."

Re-training for the teachers of English in all schools in Madras State had also been organised to improve the teaching.

Referring to the controversy on the medium of instruction in colleges, Mr. Subramaniam pointed out that the Committee of Vice-Chancellors of Indian universities, appointed by the Government of India in *1948*, and later the University Education Commission, had recommended that the respective regional languages should replace English as the medium of instruction.

"At no stage has any committee or educational body considered that the change of medium of instruction at the university level would be injurious to the interests of the country."

Mr. Subramaniam analysed the various aspects to be considered and said that this question posed more difficulties to students entering technical colleges than those preferring arts.

"A student passing a higher secondary examination will get admitted into a technical college, but he will have to study all the subjects in English. This will almost be impossible ..At the same time we have got to accept the fact that the regional languages are not sufficiently developed to take the place of English at the university level."

Then he explained the following scheme devised by the Madras Government to solve this problem:

(1) A distinction will be made within the field of higher education between scientific and professional education and education in the humanities.

(2) Active steps would be taken to bring about an early change in the medium of instruction in colleges in so far as the study of humanities is concerned. English will continue as the medium of scientific and professional instruction in colleges at any rate without change until *1965*.

(3) English will continue to be the second language and subject of compulsory study in secondary schools. All practicable measures for improving the efficiency of instruction in the study of English would be taken.

In pursuance of this scheme, Mr, Subramaniam said, Tamil would replace English as the medium of instruction in the three-year new B. A. degree course from *1963-64* in Madras State.

The study of English as a subject would however, continue in the new Tamil medium courses.

To find out how far this scheme would be sucessful, the Madras Government had introduced this as an experimental measure in *960-61* in the Government Arts College, Coimbatore.

The deterioration of standards in science and mathematics in universities and colleges was, in his view, due to weakness in this regard at the secondary school level

"Unless a strong base in science and mathematics is built up at the stage of secondary education, it would be almost impossible to have efficient scientific and technical education at higher levels. We have devoted particular attention to the teaching of science and mathematics in our secondary schools."

RESOLUTIONS

The Conference viewed with concern the running of a number of educational institutions on commercial lines to the detriment of academic standards, and requested the governments concerned to investigate the working of such institutions and to take measures to promote academic efficiency.

A resolution requested the Government to give representation to the teachers on the managing committees of schools. Government was also requested to give representations to teachers at State level.

The Conference called upon the Government to take drastic steps to check alleged malpractices by school managements with regard to teachers' dearness allowance and salaries. It pleaded for recognition being granted to teachers' associations and allowing them to make representations on behalf of the profession.

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Our Educational Diary

"PEPYS"

27—11—60. The U.G.C. proposes to spend forty crores of rupees over improving higher education. One of the proposals under consideration is the opening of more evening colleges for office workers and others who wish to take higher education. Another proposal is *to shift all the work relating to scholarships to the Education Ministry* to enable the Commission to devote more time to problems of University education.

[This is a retrograde step as the Commission is in a *better* position to judge the respective merits of the candidates than the Education Ministry.]

28—11—60. Speaking in Coimbatore, the Education Minister said that he did not propose to change the medium of instruction in professional and scientific courses till a decision was taken on an All India level. He assured the headmasters assembled that he was not rushing through with the introduction of the Tamil medium in colleges.

12—12—60. The Finance Minister of Andhra Pradesh said that he would revise the pay scales of school assistants.

13—12—60. The Education Minister said that it was impracticable to teach English from the third standard. His own idea was to club a group of 3 or 4 villages together and provide a school with standards IV to VII to teach English efficiently. He said that there was a dearth of English teachers.

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Under the Kerala Education Bill, in the matter of admission to training colleges the principal of communal reservation would be followed.

[I wonder whether at least in the case of selection of teachers, communalism could not be eschewed. How then could we expect teachers to be non-communal in their outlook?]

17—12—60. Dr. K. C. Shrimali warned Universities not to go against the policy of the Union Government to have regional languages as the media of instruction, in course of time. In this connection, he expressly supported the stand of the Madras Education Minister and criticised the University stand.

20—12—60. Dr. K. N. Kosla, Education Member of the Planning Commission, said that a proposal was under consideration for the establishment of an autonomous National Education Research Council to guide educational research in the country.

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Speaking in Hyderabad, Dr. Deshmukh called for a very careful review by the Governments and the Universities of their policies in regard to the admission of inferior material into professional colleges. He said that boys who did not get at least 45 per cent should not be admitted into professional or technological colleges, no matter to which section or community they belonged. He also said that Universities contributing to very poor results should not be eligible for grants from the Commission.

23—12—60. Dr. Prasad called upon the State Governments to emulate the Union Government in the matter of making awards to teachers with merit.

24—12—60. Andhra Pradesh will have compulsory education from next year for children in the age group 6-7.

25—12—60. The Vice-President said at Ujjain, that whosale criticism of present day education was not justified.

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Presiding over the centenary celebrations of Mrs. A. V. N. College, Vizag, Dr. Deshmukh acknowledged the significant part that private colleges played in the provision of higher education. He called upon State Governments to come to the aid of private colleges, whose income had fallen because of the three-year degree courses. He said that, under the Third Plan, the U. G. C. would give assistance selectively only to Universities with high standards.

26—12—60. The Education Minister did not share the optimism of the Chief Minister, in the matter of the State Governments' ability to give free education to all poor boys till the X Standard for reasons of finance.

27—12—60. Dr. A. N. Khosla has called for an improvement in science teaching in the country.

28—12—60. In his presidential address to the All-India Educational Conference at Kanpur, the Madras Education Minister said that deterioration of standards in science and mathematics in the Universities was because of weakness in this regard at the secondary school level. So he pleaded for more efficient teaching of these subjects in secondary schools. He also said that he was strongly of the view that provision for compulsory study of English in all States was essential in the interests of the nation.

[The obvious way to imptove standards in science and mathematics is to double the number of periods for their teaching and improve laboratory facilities and introduce practical classes in the higher forms as of old.]

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The Education Minister said at Thiruparathurai that compulsory education for the age-group, *6-11*, would be introduced in the Third Plan. He pleaded for a spiritual bias in education.

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Mrs. Mithan Lam, President, All-India Women's Conference, called for a more intensive drive for better and higher education for girls. She said in this connection that conservatism of parents had much to do with the slow progress in this direction.

[Every parent of a girl is quite alive to the responsibility of giving a good education to her; but, when he cannot even manage to give his boy an education worth mentioning, how can he be blamed for not educating his daughter? Education for the boy has naturally priority in such circumstances. Education, not to speak of higher education, has become a costly affair, and it is sheer want of finance that is responsible for the slow progress in girls' education—at any rate so far as the urban areas are concerned.]

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Governor Gadgil pleaded for a reorientation of the Indian Universities to meet the need for producing world-class mathematicians and scientists.

1—1—61. The U. G. C. has recommended that the third division in M.A. may be abolished, or if this cannot be done, to permit the third divisioners to appear again to improve their class.

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3—1—61. Mr. C. D. Deshmukh demurred to the move of the States in the south to absorb the P.U. course in schools. He suggested bifurcating the stream of higher education, which would help to provide Masters of Arts and Sciences as teachers and guides to research.

In view of the fact that not more than *15* per cent of the student population are fit for University education, he suggested the opening of evening colleges and corres.

pondence courses to satisfy people who had a glamour for degrees.

Speaking in Hyderabad, Bishop Mangal Singh of Bombay made a fervent plea for renewed efforts to make colleges and schools centres of spiritual nurture and inspiration.

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4—1—61. The Union Ministry of Education has requested the Committee on Religious and Moral Instruction to prepare suitable literature for use in educational institutions at all levels. The Committee has invited publishers and other organisations to submit suitable publications in this regard to the Ministry.

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EDITORIAL

Dangerous Trends.

A recent conference of the official authorities in charge of education in the various States did good work in reviewing and exchanging their ideas and policies. But certain proposals and suggestions made at the conference seem to call for comment. The idea of devising steps to educate children for a democratic and socialistic society, discussed at the conference, may not have intended political consequences. But as socialism is only one of the political and economic creeds in India, and as there are political parties not wedded to it, we cannot have socialism taught in schools as the national ideology. It is of course otherwise with democracy. Anyhow, education of the people in socialism has to be carried out by parties believing in it and outside the class room. It is a pity that the civil service framework of education should be dragged into it.

Some other proposals dealt with the appalling number of failures in our public examinations. That no passes or failures should be declared and that all students should be given certificates of their performances in the examination is a remedy born of desperation and worse than the disease. Inadequate assimilation of knowledge and development of skills cannot be eliminated by refusing to look them in the face. The problem can be solved only by diversification in courses of education. The fact that a boy or girl fails in the School-Leaving examination shows that he or she has not profited from or is unable to profit from the course of instruction provided. It does not mean that the pupil is a good-for-nothing specimen of humanity. To tap talents, to discover aptitudes and to encourage students to take to courses of study suitable for them is an arduous and challenging task. It cannot be solved by facile remedies of the kind proposed, nor by the progressive dilution of standards now in fashion. The suggestion to fix *33%* for a pass and *45%* for a second class falls within the latter category.

Promoted as Peon

The statement made by Dr. Shrimali, the Union Education Minister, at the last Education Ministers' Conference, at New Delhi, that in some States teachers sought promotion as peons, as the latter were better paid, seems to have come as a shocking revelation to some newspapers and members of the public. But it is a tragic truth with which the teacher lives from day to day. *The Teachers' Journal,* Calcutta cites a definite instance. The news published in an issue of the *Yugantar* that one Sri Jadugopal Mazumdar of P. S.

Santhipur, has, after ten years of teaching in a primary school in the area, become a postal peon to improve his prospect in life, must have escaped the notice of the many. But this news should be writ large in letters of ebony across the pompous Secretariat where our demigods live and plan and work for the benefit of the common people." It adds that there is no wonder in teachers with a fixed emolument of Rs. 62·50 per mensem aspiring to be better-paid *chaprasis*. There are teachers whose pay is lower still and to whom the prospecs of a Central Government *chaprasi* seem the *ultima thule* of ambition. We were told that in Melkote in Mysore State the highest paid official is a IV class officer of the Archaeological Department. His emoluments are superior to those of teachers, of the staff of the famous temple there, and of the Principal and Professors of the Sanskrit College.

The late Dr. Amarnath Jha once remarked: "In many States in India teachers are on the verge of starvation, and it is a matter for surprise that they consider it worth their while to continue to be teachers." Now apparently a way has opened for them for improving their prospects. But what a way!

Pay Commission and After

Elsewhere, we publish a letter from the Secretary of the Madras Teachers' Guild drawing attention to certain anomalies and inadequacies of the Pay Commission recommendations. Why the house rent allowance, medical concessions and educational concessions applicable to Government servants should be denied to teachers in aided schools is inexplicable. That Secondary Grade teachers, under certain circumstances, fare worse under the new dispensation calls for immediate attention and rectification. We believe that there is a feeling among Secondary Grade teachers that they have become the Cinderellas of the teaching profession. Some of them seem to be nursing the grievance that while the interests of the Primary School teachers are looked after by a separate organisation, their own interests have suffered by being clubbed with those of High School teachers. It may be difficult to justify this view; but the feeling seems to be there. And we trust that the Government will look into this anomaly at once and set it right, and dispel such feelings as we referred to above. Yet another matter causing serious concern is the inordinate delay on the part of many aided managements to implement the new scales of pay. There are some schools which have yet to do this. The teachers in those schools are in the position of Tantalus of the Greek legend, ever tortured by hunger and thirst and with luscuious fruits and pellucid water near at hand but fleeing him whenever he sought to seize them.

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SAMSKRITA RANGA

The Samskrita Ranga, which has been doing very good work in the cause of popularising Sanskrit drama, celebrated its second anniversary on December 15th by putting on boards Mahendra Vikrama Varman's *Bhagavadajjukiya* at the Museum Theatre, Madras. The play was produced under the C.D.A.C.C. Theatre Workshop programme in the presence of Dr. Paul Thieme, Professor of Sanskrit, Tubingen University, West Germany.

The title of the play means "The Philosopher and the Prostitute". It is the work of a famous Pallava Emperor of the 7th century. Written as a brief farce it still manages to cover a wide range of the problems of life—death, transmigration, lust, greed, gluttony and wisdom. The plot presents a saintly teacher and his incorrigibly worldly disciple as the principal characters. In a city garden, they see a beautiful young courtesan dying from the bite of a snake. The disciple is moved to tears, in spite of philosophical admonitions from his master. The latter conceives the idea of animating the dead body of the courtesan with his own soul and converting the disciple to philosophy by teaching him the precious truths through her mouth. This is done to the bewilderment, not merely of the disciple, but also of the courtesan's mother, friend and lover and of a toxicologist brought in to cure her. Cross-examined on his attainments, the toxicologist fumbles and commits grammatical mistakes in quoting his authorities. Corrected, he exclaims that the girl has been bitten by a grammarian snake! The tangle is resolved at the end by a *deus ex machina* in the form of an emissary, of the god of death. He had killed the girl in mistake for another of her name. Her hour is yet to come. So he requests the the teacher to restore the status quo. This is done to the satisfaction of all.

The play was excellently produced under the guidance of Dr. V. Raghavan, who, appropriately enough, took the part of the *Sutradhāra* in the play. The roles of the teacher, the disciple and the hetaera were well acted by S. Rajagopala Sastri, S. Rangarajan and Sabita Rani. Special mention should also be made of the toxicologist, acted by R. Nilakantham.

M. R. S.

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LETTER TO EDITOR

Service Conditions of Teachers and the Pay Commission's Recommendations

Sir,

It is a well-known fact that the service conditions of most teachers, in spite of the recent recommendations of the Pay Commission, are no better, when compared to their brethren in Government service or the N. G. O.'s for the mere reason that the House-Rent allowance and the Medical Concessions have not yet been conceded to the teachers working in aided schools. Resolutions for the grant of House-Rent allowance and Medical Concessions have been passed at conferences and public meetings a number of times, and still the Government have not sanctioned these two legitimate benefits which are long, long overdue. The teaching fraternity pray

that the Government be pleased to announce these two benefits also to the aided school teachers, during the forthcoming budget session at least, at the latest.

While thanking the Government for their acceptance of the Pay Commission's Recommendations in toto, I wish to point out certain anomalies which require immediate redressal.

1. In implementing the Pay Commission recommendations, I request the Government be pleased to take, for purpose of weightage, the total service of a teacher, as is taken for purposes of pension, as otherwise weightage will be practically of no use to many teachers.

2. Secondly, I request the Government be pleased to liberalise the rate of increment in the second slab to Ruppees eight in the case of Secondary Grade teachers consistent with the principle followed in respect of all other grades, namely, the increment in the new slab being double the first.

3. Thirdly, as many institutions have not yet implemented the new revised scales, we appeal to the Government to lay down a specific date-limit, say, not later than the first February *1961*, to minimise the delay in payment of the revised scales, along with the arrears from June *1960*.

If the aforesaid points are immediately attended to, the teaching fraternity will feel grateful to the Government for everp

K. A. Manavalan,
Secretary, The Madras Teachers' Guild

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The All India Official Educationists' Conference (A Review)

M. S. V. Chari, Tindivanam

The fourth Conference of Chairmen sion Secretaries of State Boards of Secoinsdary Education and Directors of Education met at the New Delhi recently and passed a number of recommendations:—

(i) The establishment of a federation of Secondary School Boards to ensure greater coordination in the task of examination reform.

(ii) The setting up of a National Commission of distinguished educationists to align the objectives of education with the changing pattern of Democratic and Socialistic Society and to suggest coordinated solutions to various educational problems.

[The aim of education should not be allowed to fit into the current political trends, for in that case, we will have to be changing the aims of education' with every change in the party in power. The aim of education must broadly be to enable the youth not only to make a living, but also to respect the higher values in life. The aim of education should not certainly be to indoctrinate the students in political theories, be they rightist or leftist. It is for the students, who have *completed* their education, to think independently and come to a decision.]

(iii) The need for improvement of English teaching in the first two years of the pupils' learning a new language which are the most crucial to further progress.

(iv) The setting up of a two-level-examination in English and mathematics; one

for those who are content fo stop with the secondary school stage and the other for those who wish to pursue higher studies.

[This is not a workable proposition, for it is not possible to adopt two standards of teaching these subjccts to students. It is never possible again to say whether students would stop with secondary education or continue higher studies, at it would depend also on their intellectual achievements, even though means will play a greater part in such things. The best method would be to adopt the same standard, but prescribe a lesser minimum for a Certificate and a higher minimum for eligibility to the College course.]

(v) The need for national uniformity in the system of declaration of divisions and distinction at examinations, so as to maintain inter State and national standards of admission to Universities and for purposes of employment.

[This could be brought about only, if examination papers of one State are sent to examinations in a different State.]

(vi) The adoption of *75%* for "first class", *45%* for 'second class' and *33%* for a 'pass.'

[It is meaningless to assign a class to 45% marks, which denotes only an averager'. Only *50%* marks should entitle a student to be placed in the second class. Again, *33%* marks for 'a pass' would only encourage students to put in a minimum of study and for the teachers to exert themselves to the requisite minimum In the matter of teaching. To class *33%* marks as a 'pass' would only be to prescribe a low standard of achievement. This may be done in the case of students who are content with secondary education, but a higher minimum, say, *50%*, may be prescribed for eligibility.]

(vii) The conference considered a suggestion that the entire question of examination results be dealt with on the basis of merely announcing the performance of pupils in the external examinations with no attempt to declare a 'pass' or 'fail', leaving it to universities and employers to lay down their own criteria of selection.

[This was what was in vogue, when the S.S.L.C. system was *first* ushered in, but later on, this freedom to Universities and colleges was withdrawn by the introduction of the system of eligibility. This system has its defects and merits. On the one hand, it would enable students who are brilliant in one or more subjects (but who fail to secure minimum marks in other core subjects) to pursue higher studies. On the other hand, the privilege may be abused and may give rise to corrupt practices in the matter of admissions to colleges and Universities. But we could see that this liberty is not abused by prescribing certain rules of selection to admission* to be followed by heads of these institutions. But one thing must be guarded against, *viz.*, that this liberty is not abused to the prejudice of students who have obtained pass marks in all subjects.]

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*Order of preference in the matter of admissions to colleges: (1) Students (brilliant all round) who have obtained 50 per cent and more in the aggregate, (ii) (partially brilliant) students who have obtained 60 per cent and above in any one or more subjects, provided they agree to take only these subjects (iii) Students (averagers) who have obtained 40 per cent and more in the aggregate.

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AGRICULTURAL UNIVERSITY
in Andhra Pradesh

Close on the heels of India's first Agricultural University inaugurated in Uttar Pradesh a few weeks ago, plans are being finaised to establish another institution in Andhra Pradesh, at Rajendra-nagar, about Is miles from Hyderabad.

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Rajendranagar is already a hive of agriculture research and training institutions, and it is considered only a short jump to the agriculture university—patterned largely on the Land Grant Colleges of United States. Much of the planning has been done in conjunction with American advisers sent to India under the U. S. Government aid program.

This rural area with all the facilities of electricity; communications and water supply, which will be converted into a 2,000-acre campus, has already within easy reach a large agricultural research station, cattle breeding and dairy farms and training centres for community development personnel.

What is more, a college of agriculture, which will form one of the four constituent colleges of the proposed university, is already in operation with hostel facilities. Again, as a nucleus for a full-fledged College of Veterinary Science and Animal Husbandry, a school offering a two-year course in the subject has been established.

Eventually, the planners hope to have two more colleges, one for Agricultural Engineering and Technology. and another for Home Science. These will complete the Agricultural University programme.

The University will have a separate Board of Management, a Vice-Chancellor, Deans and Directors of Teaching, Research and Extension.

From the inception of Andhra Pradesh in 1956, the new state has been forging ahead with planning for a rural university, outlined by an Indo-American team of experts about the same time. A blueprint for such an institution was drawn up by Dean H. W. Hannah of the University of Illinois.

Further impetus and support for the university scheme was given by the members of the Kansas State University team of agriculture and veterinary experts assigned to institutions in Hyderabad. Two successive team leaders, Geo A Fillinger and George Montgomery, and members, Roy L. Donahue, soil expert, Glenn M. Busset, extension specialist, Earl N. Moore, poultry adviser, and Miss Mae Baird, home economist, offered counsel for the various departments of the university.

Miss Baird recently helped institute a course in Home Science for the women students at the Agricultural College. During her six-month stay, she has collaborated with Rai Prithvi Raj, special officer in charge of planning the university in chalking out a block for Home Science.

The Kansas State University team arrived in India under the auspices of the U.S. government. They are participants in a programme of Inter-University exchange sponsored through the U. S. Technical Cooperation Mission to India.

Mr. Prithvi Raj, who is a former Director of Agriculture, has suggested getting the services of an administrator from the U.S. to associate with him in the execution of the project.

Andhra Pradesh, which is regarded as the bread basket of India due to its vast foodgrain yields, is certain to benefit from the projected multi-faceted agricultural university.

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